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ABSTRACT

This handbook was developed for persons preparing to take the Georgia Teacher Certification Test (TCT) in administration and supervision. The subareas of the test are: (1) overview of leadership in education; (2) organizational and legal structures in education; (3) management of school operations; (4) personnel management; (5) instructional supervision; (6) curriculum development; and (7) social issues in school administration. The handbook contains a listing of the content objectives for each subarea with specific supplementary readings for each. Intent notes, designed to provide some elaboration as to the scope and aim of most of the objectives, are included as well as a numbered listing of selected reference materials which are also cross-referenced to the appropriate objectives. (JD)

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GEORGIA TEACHER CERTIFICATION TESTING PROGRAM

ADMINISTRATION AND SUPERVISION TEST

Study Guide

and

INFORMATION HANDBOOK

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Georgia Department of Education
Atlanta, Georgia 30334

SP023079

National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
Division of Staff Development
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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

Acknowledgements

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Previous Reading List

The Research and Publications Committee of the Georgia Association for Supervision and Curriculm Development published a reading list in 1981. This effort provided a significant contribution to the Handbook and is gratefully acknowledged.

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Atlanta, Georgia
(August, 1983)

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Georgia Teacher Certification Testing Program

Administration and Supervision (Field 023)

Introduction

This Handbook was developed specifically for persons preparing to take the Georgia Teacher Certification Test (TCT) in Administration and Supervision. The committee developed the Study Guide to provide relevant information and background.

Development of the Test

The Administration and Supervision Test was developed by National Evaluation Systems, Inc., working with Georgia educators, as part of a contract with the Georgia Department of Education. The test development process included content domain specification. Georgia educators identified the content knowledge that an applicant would need to function effectively in a Georgia school. Resulting content objectives were sent to practicing Georgia educators for review. These educators were asked to rate the "job-relatedness" of each of the content objectives. Their ratings made it possible to identify, from the original domain specifications, the relevance of specific content knowledge to successful performance on the job. Test items which spanned the content of the field were written for those objectives rated as most essential.

Subareas of the Test

The seven subareas of the test are listed below. The acronym identifying each of the subareas throughout the Handbook as well as the approximate number of test items included on the test are shown in parentheses for each subarea.

1. Overview of Leadership in Education (LE)(11 to 20 items)
2. Organizational and Legal Structures in Education (LS) (over 20 items)
3. Management of School Operations (MS)(over 20 items)
4. Personnel Management (PM)(over 20 items)
5. Instructional Supervision (IS)(over 20 items)
6. Curriculum Development (CD)(11 to 20 items)
7. Social Issues in School Administration (SI) (over 20 items)

Suggested Coursework Prerequisites

Results of research conducted by Schnittjer* in 1983 on the performance of examinees from the Georgia TCT in Administration and Supervision indicated certain tendencies which are summarized below.

1. Examinees who have completed their masters degree work with a major in administration and/or supervision as part of a planned program at a Georgia institution have a higher pass rate.
2. Examinees with a balance of courses in administration, supervision, and curriculum have a higher pass rate.

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* This study involved 205 TCT examinees in Administration and Supervision who had done graduate work at four Georgia institutions.

Analyses of these results indicate that while the TCT may be taken at any time, the Handbook will be most useful for those who have completed their coursework at the fifth year level in administration and/or supervision.

Features of the Handbook

The Handbook has been organized according to the seven subareas of the Administration and Supervision Test. Included are references keyed to each of the test objectives for each of the seven test subareas.

This Handbook contains:

1. A listing of the content objectives for each subarea with specific readings from the numbered reference list matched to each objective,
2. Intent notes designed to provide some elaboration as to the scope and aim of most of the objectives, and,
3. A numbered listing of selected reference materials which are also cross-referenced to the appropriate objectives.

In some cases several objectives have been referenced to the same readings because those readings cover several topics. The references given are suggested references only and are not necessarily an exhaustive or complete listing.

The Testing Situation

In addition to the content objectives, the references, and intent notes found in subsequent sections, the examinee should be aware that:

1. There are 250 multiple choice questions with four possible answers for each question.
2. There are no penalities for guessing when unsure of an answer.

3. Examinees are given 3 1/2 hours of actual test time. However, at the end of this time an additional hour may be requested.

4. In order to pass the TCT one does not have to pass each subarea. Your total score is determined by the overall number of correct answers.

Test Taking Skills

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, R. F. Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.

Millman, J., & Pauk, W. How to take tests. New York: MCGraw Hill, 1969.

Pauk, W. How to study in college (2nd ed.). Boston: Houghton Mifflin, 1974.

Preston, R. C., & Botel, M. How to study. Chicago: SRA, 1974.

Raygor, A. L., & Wark, D. M. Systems for study. New York: McGraw Hill, 1970.

Content Objectives with Reference Numbers

Overview of Leadership in Education (LE)

LE 1. Identify the bases from which educational leadership authority is derived. (Ref. 2, 91, 93, 132, 154)

LE 2. Demonstrate an understanding of the factors involved in the formulation of educational policy. (Ref. 134, 135)

LE 3. Demonstrate an understanding of the delegation of executive function as it applies to educational administration. (Ref. 93, 135, 160)

LE 4. Demonstrate an understanding of the derivation of authority held by supervisors in education. (Ref. 2, 69, 119, 132, 134)

LE 5. Demonstrate an understanding of the roles of leadership personnel in the organizational structure of a school system. (Ref. 6, 40, 69, 75, 131, 134)

LE 6. Identify the basic functions (administrative management) of educational leadership. (Ref. 69, 75, 134)

LE 7. Identify the basic tasks (operational management) of educational leadership. (Ref. 10, 67, 69, 75, 78, 93, 134)

LE 8. Identify the basic competencies necessary for leadership in education. (Ref. 16, 69, 93, 134, 155)

LE 9. Demonstrate an understanding of the factors involved in implementing changes. (Ref. 32, 40, 69, 93, 115, 119, 131, 163)

LE 10. Demonstrate an understanding of the ethics of educational administration and supervision. (Ref. 15, 69, 91, 114, 119, 138)

Organizational And Legal Structure In Education (LS)

LS 1. Demonstrate an understanding of the effects of landmark court decisions on the issue of students' rights, Equal Educational Opportunity, and Administrative Liability for School-Related Activities. (Ref. 61, 62, 93, 162)

LS 2. Demonstrate an understanding of the impact of Civil Rights legislation on the legal structure of Education. (Ref. 20, 119)

LS 3. Identify the provisions of the Georgia Fair Dismissal Law which apply to education. (Ref. 7, 79, 93, 116, 118, 137, 146, 158, 159)

LS 4. Demonstrate an understanding of the information contained in the general sources of state and federal regulations related to education. (Ref. 41, 42, 52, 104, 156)

LS 5. Identify ways in which outside regulatory agencies influence the practices of education in Georgia. (Ref. 12, 29, 75, 134, 137, 157, 163)

LS 6. Demonstrate an understanding of the general organizational structure of education and legal authority at the state level in Georgia. (Ref. 38, 50, 107, 131, 132, 163)

LS 7. Demonstrate an understanding of educational products (e.g., certificates) and processes (e.g., budgeting) required by Georgia state regulations. (Ref. 95, 115)

LS 8. Demonstrate an understanding of the purposes and functions of Cooperative Educational Service Agencies (CESA). (Ref. 93, 117, 132, 151)

LS 9. Demonstrate an understanding of the general provision of the Adequate Program for Education in Georgia Act (APEG). (Ref. 13, 119, 132)

LS 10. Identify the regulatory functions of the Georgia State Department of Education. (Ref. 75, 119, 126, 143)

LS 11. Identify the services provided by the Georgia State Department of Education. (Ref. 75)

LS 12. Demonstrate an understanding of the structure and governance of local school systems. (Ref. 1, 17, 30, 45, 64, 75, 124, 149, 162)

Management of School Operations (MS)

MS 1. Identify sources and types of federal financial support available to public school systems. (Ref. 1, 17, 74, 81, 92, 111, 123, 125, 149)

MS 2. Demonstrate an understanding of the Adequate Program for Education in Georgia Act (APEG) as it relates to finance. (Ref. 38, 75)

MS 3. Identify the process involved in preparing a school budget. (Ref. 85)

MS 4. Demonstrate an understanding of the benefits which school systems may provide for their employees. (Ref. 38)

MS 5. Demonstrate an understanding of the internal accounting necessary to the fiscal management of a school. (Ref. 13, 37, 75, 119)

MS 6. Demonstrate an understanding of the legal and technical aspects of managing information in a school. (Ref. 14, 75, 119, 149, 150)

MS 7. Demonstrate an understanding of the factors involved in scheduling school activities. (Ref. 14, 119, 149, 150)

MS 8. Demonstrate an understanding of the factors involved in determining the most efficient and effective ways to utilize space in school buildings. (Ref. 14, 70, 119)

MS 9. Demonstrate an understanding of school safety regulations. (Ref. 14, 82, 148)

MS 10. Demonstrate an understanding of methods used to maintain school security. (Ref. 8, 40, 44, 47, 108, 129, 161, 168, 169)

MS 11. Demonstrate an understanding of the procedures involved in the management and operation of the school plant. (Ref. 40, 43, 98, 108, 129, 147, 161, 168, 169)

MS 12. Demonstrate an understanding of the impact of a school's physical environment on the physical, emotional, and mental status of the school's occupants. (Ref. 24, 40, 129, 146, 147, 168, 169)

MS 13. Demonstrate an understanding of the factors involved in providing transportation services for students. (Ref. 40, 73, 147, 161, 168, 169)

MS 14. Demonstrate an understanding of the factors involved in providing food services for students. (Ref. 11, 40, 101, 108, 129, 147, 161, 168, 169)

Personnel Management (PM)

PM 1. Demonstrate an understanding of the organization of pupil personnel services. (Ref. 40, 108, 113, 168, 169)

PM 2. Demonstrate an understanding of the laws and requirements affecting school health services (e.g., immunization requirements).
(Ref. 28, 40, 42, 97, 108, 113, 129, 147, 168, 169)

PM 3. Demonstrate an understanding of school psychological services.
(Ref. 40, 88, 108, 119, 129, 139, 147, 150, 168, 169)

PM 4. Demonstrate an understanding of school counseling services (e.g., guidance counseling, career counseling, job placement).
(Ref. 40, 68, 83, 108, 147, 150, 168, 169)

PM 5. Demonstrate an understanding of services that remedial specialists can provide to students (e.g., speech therapists, reading specialists, auditory specialists).
(Ref. 71)

PM 6. Demonstrate an understanding of the services provided by a visiting teacher (e.g., attendance). (Ref. 21, 55, 66)

PM 7. Demonstrate a knowledge of community health services that are relevant to student health needs.
(Ref. 4, 19, 72, 165)

PM 8. Demonstrate an understanding of the legal and practical considerations involved in maintaining and utilizing student records. (Ref. 31, 48, 130, 142)

PM 9. Demonstrate an understanding of the categories of special needs students defined by Public Law 94-142.
(Ref. 9, 152, 153)

PM 10. Demonstrate an understanding of the impact of Public Law 94-142 on programs for special needs students (including IEPs). (Ref. 18, 36, 80, 89)

PM 11. Demonstrate an understanding of the factors involved in the identification, evaluation, and placement of students with special needs. (Ref. 71, 102)

PM 12. Demonstrate an understanding of the factors and processes involved in establishing personnel needs.
(Ref. 23, 26, 27, 66)

PM 13. Demonstrate an understanding of general procedures and requirements for professional and provisional teacher certification in Georgia. (Ref. 54, 56, 57)

PM 14. Identify the factors involved in formulating policies and procedures related to the management of certificated personnel. (Ref. 51, 121)

PM 15. Identify procedures for recruiting certificated personnel. (Ref. 26, 66, 164)

PM 16. Identify the factors involved in formulating policies and procedures related to the management of classified personnel. (Ref. 34, 53, 103, 112)

PM 17. Identify procedures for recruiting and classifying classified personnel. (Ref. 26, 109, 140).

PM 18. Demonstrate an understanding of the structures and fuctions of employee organizations. (Ref. 39, 46, 58, 66).

PM 19. Demonstrate an understanding of the factors involved in the management of auxiliary personnel (e.g., teacher aides, student teachers). Ref. 22, 96, 127, 136)

PM 20. Demonstrate an understanding of employment guidelines and standards regarding the hiring and removal of paraprofessional, non-certificated, and certificated staff. (Ref. 3, 141, 166)

PM 21. Demonstrate an understanding of the factors involved in establishing and disseminating criteria to be used in evaluating teachers for employment purposes. (Ref. 11, 59, 66, 167)

PM 22. Identify the procedures and factors involved in evaluating teachers for continuing employment. (Ref. 66, 94, 103)

PM 23. Demonstrate an understanding of the factors involved in the special supervision and evaluating of beginning teachers. (Ref. 103, 119)

Instructional Supervision (IS)

IS 1. Demonstrate an understanding of different approaches to instructional supervision. (Ref. 35, 61, 62, 93, 132, 162)

IS 2. Identify the bases of instructional supervision. (Ref. 2, 87, 144, 162)

IS 3. Identify the major tasks involved in planning and organizing the instructional process. (Ref. 20)

IS 4. Demonstrate an understanding of basic teaching models. (Ref. 7, 79, 146, 158, 159)

IS 5. Select the appropriate pattern of grouping students for a given instructional situation. (Ref. 41, 42, 52, 93, 156)

IS 6. Demonstrate an ability to utilize various sources of information (e.g., parent input, professional literature) in designing an instructional program. (Ref. 12, 29, 75, 134, 137, 157, 163)

IS 7. Specify techniques for involving professional staff in planning and organizing the instructional process. (Ref. 38, 50, 107, 131, 132, 163)

IS 8. Demonstrate an understanding of the factors involved in the acquisition and management of teaching/learning resources. (Ref. 95, 115)

IS 9. Identify the procedures involved in the management of innovative instructional programs. (Ref. 93, 117, 119, 132, 151)

IS 10. Demonstrate an understanding of the factors and processes involved in evaluating plans for staff development. (Ref. 13, 119, 132)

IS 11. Demonstrate an understanding of the factors and processes involved in evaluating the effectiveness of programs for staff development. (Ref. 75, 119, 126, 143)

IS 12. Demonstrate an understanding of the responsibilities involved in supervising and managing the instructional programs. (Ref. 75)

IS 13. Demonstrate an understanding of techniques for observing and analyzing instruction. (Ref. 1, 17, 30, 45, 64, 75, 124, 149, 162)

IS 14. Demonstrate an understanding of methods of assessing teaching performance. (Ref. 1, 17, 74, 81, 92, 111, 123, 125, 149)

IS 15. Identify techniques for presenting information for staff development. (Ref. 38, 75)

IS 16. Demonstrate an understanding of techniques that groups can use to identify and work out common problems. (Ref. 85)

IS 17. Identify interviewing techniques that can be used for staff development. (Ref. 38)

IS 18. Identify approaches to inservice training for the professional development of instructional staff (e.g. workshops, credit courses, seminars, visitation). (Ref. 13, 37, 75, 119)

IS 19. Demonstrate an understanding of the approaches to evaluating instructional outcomes. (Ref. 14, 75, 119, 149, 150)

IS 20. Select the appropriate approach for evaluating instructional outcomes in a given situation.
(Ref. 14, 119, 149, 150)

IS 21. Compare different types of tests in terms of their effectiveness in assessing instructional outcomes.
(Ref. 14, 70, 119)

IS 22. Demonstrate an understanding of the factors involved in establishing student performance criteria.
(Ref. 14, 82, 148)

Curriculum Development (CD)

CD 1. Identify the elements of curriculum development.
(Ref. 40, 44, 108, 110, 129, 168, 169)

CD 2. Demonstrate an understanding of the influences on curriculum development stemming from the functions of a school within a social and cultural context.
(Ref. 40, 43, 76, 98, 108, 129, 147, 161, 168, 169)

CD 3. Demonstrate an understanding of the relationship between the nature of learning and curriculum development.
(Ref. 24, 40, 76, 129, 146, 147, 168, 169)

CD 4. Identify leadership skills necessary for achieving effective curriculum development.
(Ref. 40, 147, 161, 168, 169)

CD 5. Demonstrate an understanding of the procedures and functions of goal analysis and development of objectives in curriculum planning.
(Ref. 11, 40, 47, 101, 108, 129, 147, 161, 168, 169)

CD 6. Demonstrate an understanding of the criteria involved in the selection of curriculum activities.
(Ref. 40, 108, 168, 169)

CD 7. Demonstrate an understanding of the factors involved in organizing curriculum content.
(Ref. 28, 40, 42, 97, 108, 129, 147, 168, 169)

CD 8. Demonstrate an understanding of the procedures involved in evaluating curriculum and program development.
(Ref. 40, 68, 83, 88, 108, 119, 129, 139, 147, 150, 168, 169)

CD 9. Identify the major focuses of curriculum evaluation.
(Ref. 68, 83, 88, 108, 129, 168, 169)

Social Issues in School Administration (SI)

SI 1. Demonstrate an understanding of the importance of recognizing student rights and accomplishments, and methods of providing recognition. (Ref. 49, 65, 66, 77, 86, 106)

SI 2. Demonstrate an understanding of the use of appropriate and legal student disciplinary measures. (Ref. 66, 100, 105)

SI 3. Demonstrate an understanding of the purpose and functions of student organizations and activities (e.g., athletic programs, student council) and of the principal's role in regard to those activities. (Ref. 5, 66, 141)

SI 4. Demonstrate an understanding of the factors involved in dealing with students' social needs. (Ref. 5, 66, 164)

SI 5. Demonstrate an understanding of the factors involved in dealing with students' social problems (e.g., alcohol and drugs, pregnancy, venereal disease, dropping out). (Ref. 5, 66)

SI 6. Demonstrate an understanding of the elements of a school public relations policy. (Ref. 66, 90, 128)

SI 7. Identify the formal and informal groups involved in school/community relations. (Ref. 84, 90, 128)

SI 8. Specify ways in which the media and public forums can be used to publicize school activities and issues in the community. (Ref. 90, 145)

SI 9. Demonstrate an understanding of the factors and issues involved in dealing with cultural groups within the community. (Ref. 60, 63)

SI 10. Identify strategies and techniques for solving problems related to school/community relations (Ref. 66, 103, 120)

SI 11. Identify ways in which the community can participate with and support the public schools. (Ref. 66, 133)

SI 12. Demonstrate an understanding of the factors involved in dealing with the demographic changes that affect schools and school/community relations. (Ref. 25, 33, 99, 122)

Intent Notes

Overview Of Leadership In Education (LE)

LE 1. Bases of educational leadership

- a) Derivation of Constitutional authority and power of the board of education, superintendent, and other administrators
- b) Derivation of superintendent authority from the board of education

LE 6. Functions (administrative management)

- a) Planning
- b) Decision-making
- c) Controlling
- d) Staffing
- e) Organizing
- f) Influencing
- g) Evaluating

LE 7. Tasks of educational leadership

- a) Pupil personnel
- b) Facilities
- c) Transportation
- d) Others

LE 8. Basic leadership competencies

- a) Problem-solving skills
- b) Interpersonal communication skills
- c) Research skills
- d) Evaluation skills
- e) Structural/organizational skills to achieve systems goals
- f) Public relations skills
- g) Planning skills
- h) Decision-making skills

LE 9. Implementing change

- a) Change models (e.g., W. Bennis)
- b) Resistance to change
  - 1) Role conflicts
  - 2) Competition

LE 10. Ethics of administration and supervision (AASA code of ethics)

Organizational and Legal Structure of Education (LS)

LS 1. Landmark court decisions

a) Students' rights
   1) Corporal punishment: Baker v. Owen (1975), Ingraham v. Wright (1977)
   2) Due process: Goss v. Lopez (1975)
   3) Freedom of expression: Tinker v. Des Moines (1969)
   4) Search and seizure: Young v. State of Georgia (1975)

b) Equal educational opportunity
   1) Racial segregation: Brown v. Topeka Board of Education (1954), Swan v. Charlotte-Mecklenburg Board of Education (1971), Milliken v. Bradley (1974)
   2) Financial equality: San Antonio Independent School District v. Rodriguez (1973)
   3) Religious freedom and the right to educate at home: Wisconsin v. Yoder (1972)
   4) Bilingual education: Lau v. Nicholas (1974)

c) Liability: Wood v. Strickland (1975), Monell v. Department of Social Services of the City of New York (1978), John LaFleur v. Cleveland) (1972)

LS 2. Civil rights legislation

a) Civil Rights Act 1964, Amended 1972: U.S. Code Section
   1) Title VII--discrimination on race and sex
   2) Title IX

b) Civil Rights Acts 1954, 1871: 42 U.S. Code Section 1983

c) Civil Rights Acts 1866: 42 U.S. Code Section 1981

LS 3. Six rules of the Fair Dismissal Act also known as Senate Bill 249.

LS 5. Outside educationally oriented groups:

a) Georgia Professional Standards Commission
b) Georgia Professional Practices Commission
c) Teacher Associations and Inions
d) Accreditation associations
   1) Georgia Accrediting Commission
   2) Southern Association of Colleges and Schools
e) State Fire Marshall
f) Health agencies inspectors
g) Georgia High School Association

LS 6. General organization - State government

a) State board of education
b) State superintendent
c) State department of education

LS 7. State laws and regulations (mandatory)

a) Certification
b) Budget
c) Subject requirements (graduation requirements)
d) Compulsory attendance

LS 9. Specific major provisions of the APEG Act.

LS 10. Regulatory responsibilities of the State Department of Education in Georgia especially as it relates to local school systems.

LS 12. Local school system governance

a) Superintendent
b) Board of education
c) Central office
d) Relationship to city, county, and state government

Management Of School Operations (MS)

MS 2. Overview of APEG financial provisions

a) Definition of millage
b) Ratio of state/local support
c) State-fixed maximum 20 mills (unless voters want to go higher)
d) Funding for staff (Sections 5, 10, 20, 21)
e) Principles of equalization

MS 3. School budgeting processes

a) Preparation
b) Adoption
c) Administration
d) Appraisal

MS 5. Internal accounting

a) Central acounting system
b) Record keeping
c) Accounts for which principal is responsible
d) Periodic financial statements
    1) Annual
    2) Monthly
    3) Internal or external audit

e) Inventory control
f) Purchasing

MS 6. Management of information

a) Processes
   1) Reporting
   2) Recording
   3) Storing
   4) Communicating
   5) Retrieving
   6) Calculating

MS 7. Scheduling

a) Development
b) Activities to be scheduled
   1) Classes
   2) Lunch
   3) Extracurricular
   4) Others

MS 8. Interdependence of teaching/learning activities and the physical plant

a) Amount of space
b) Space layout
c) Scheduling use of space
d) Number and types of rooms

MS 9. Safety regulations

a) Safety hazards
b) Safety rules and policies
c) Safety drills

MS 11. Plant management and operation

a) Identifying maintenance needs
b) Managing custodial staff
c) Inspection of school plant
d) Disposal of school property, legal procedures

MS 12. Impact of physical environment on the occupants of a school

a) Crowding
b) Ventilation
c) Lighting
d) Traffic patterns
e) Colors
f) Others

MS 14. Food services

a) Legal requirements
b) Financing
c) Equipment

Personnel Management (PM)

PM 1. Actual organizational components of pupil personnel services including such as:

a) Psychological services
b) Health/medical services
c) Social services (e.g., visiting teaching)
d) Counseling/guidance services
e) Type of personnel in each of these categories and their place in the administrative/operational structure of the school

PM 2. Health Services

a) School entry
b) Immunization requirements
c) Student medication (e.g., state law against)

PM 3. The role and function of the school psychologist, the certification requirements, place in the school organization, and actual services provided to the students.

PM 4. Purpose and functions of guidance counseling, career counseling, and job placement.

PM 6. Attendance laws at the state level and how these relate to the actual duties of a visiting teacher.

PM 8. Student Records

a) Rights of access
b) Cumulative records
c) Information system
d) Support services needed

PM 9. Types of Special Needs Students (11 categories) (Public Law 94-142)

a) Deaf
b) Deaf-blind
c) Hard of hearing
d) Mentally retarded
e) Multihandicapped
f) Orthopedically impaired
g) Other health impaired
h) Seriously emotionally

i) Specific Learning disability
j) Speech impaired
k) Visually handicapped

PM 10. The actual provisions of the law that affect (are related to) programs for special needs students as listed for PM 9, in particular the provisions for Individualized Education Plans (IEP's)

PM 11. Using core evaluations and psychological testing for each of the three tasks listed in the objective. What are the specific steps that are to be followed in dealing with students with "special needs."

PM 12. Personnel needs refers to staffing requirements, that is, making a determination of how many of what kind of persons will be needed to conduct the school. This is based on considerations of promotion, supply and demand, and needs assessment for man power planning.

PM 13. Elements in Teacher Certification

a) Examination
b) Recommendations
c) Previous experience
d) Renewal of certification
    1) Staff awareness of need for and basis for
    2) On-the-job assessment
e) State requirements
f) In-field certification

PM 14. Formulation of Policy and Procedures

a) Components
b) Salary Schedules
c) Merit pay issues
d) Staff utilization and assignment
e) Tenure
f) Teacher workload
g) Leave of absence
h) Transfer
i) Fringe benefits

PM 19. Management of Auxiliary Personnel

a) Student teachers (internships)
b) Teacher aides
c) Student aides
d) Clerical and custodial staff

PM 20. Implications of due process, personnel records, and affirmative action for each of the three groups of employees mentioned in terms of both hiring and firing (or "removal"). Relate to recruitment policies and procedures, interviewing guidelines, special staff recruitment (e.g., special education, school nurse), evaluation procedures, dismissal procedures and grounds for dismissal, job classifications, grievance procedures, etc.

PM 21. Policy development procedures (job related/specific) related to hiring of teachers and how the staff members involved in recruitment and hiring activities should be kept informed and up to date regarding these policies.

PM 22. Procedures

a) Done on regular basis
b) Record keeping
c) Feedback given to staff
d) Documentation of poor staff performance

PM 23. Procedures that need to be followed and the requirements that must be met before a new teacher can be certified. Includes procedures related to on the job assessment, use of the TPAI, and the Teacher Certification Test (TCT). All these considerations are specific to Georgia.

Instructional Supervision (IS)

IS 1. Approaches to instructional supervision

a) Administrative supervision
b) Supervision by specialists
c) Scientific supervision
d) Democratic/human relations supervision
e) Supportive supervision
f) Clinical supervision
g) Human resources supervision

IS 2. Bases/rationale

a) Improvement of instruction
b) Movement to supplement pre-service training
c) Response to development of modern/improved techniques
d) Response to changing role of teacher
e) Coordination within areas of specialization

IS 3. Tasks

a) Assess needs for programs
b) Develop curriculum
c) Assign staff
d) Organize and assign facilities
e) Arrange for in-service education
f) Alternative approaches

IS 4. Teaching models

a) Inductive teaching
b) Inquiry training
c) Concept attainment
d) Developmental
e) Non-directive teaching
f) Classroom meeting
g) Operant conditioning

IS 5. Patterns for grouping for instruction

a) Multi-age grouping
b) Ability grouping
c) Open classroom
d) Piaget's developmental stages
e) Individualized instruction

IS 6. Designing the instructional program

a) Parent input
b) Teacher input
c) Principal input
d) Student input
e) Use of professional literature
f) Alternatives for consistently failing student

IS 7. Interaction with professional staff, including principal and supervisor

a) Teacher design of classroom learning environment
b) Teacher instructional problem-solving skills
c) Teacher evaluation of classroom instructional climate

IS 8. Acquisition and management of teaching/learning resources

a) Priorities for distribution of teaching materials
b) Justification for unusual requests for materials
c) Audiovisual equipment, film library
d) Teacher access to materials
e) Resource centers

IS 12. Responsibility for supervision and management of the instructional program

a) Staffing

b) Accounting
c) Financing
d) Teacher assignment
e) Space
f) Resources

IS 13. Observing and analyzing instruction

a) Self-analysis
b) Reciprocal visitation
c) Surveys and studies
d) Clinical analysis
e) Verbal interaction analysis
f) Nonverbal interaction analysis
g) Instruments for observation
    1) Rating scale
    2) Checklist
    3) Free response instruments
h) Instruments for analysis
    1) Data reduction
    2) Graphic analysis
i) Research
    1) Needs assessment techniques
    2) Research techniques

IS 14. Assessment of teacher performance

a) Identify teacher's goals and objectives
b) Observe teacher's program implementation of stated goals and objectives
c) Evaluate teachers
d) Critique and feedback
e) Recognition of staff accomplishments
f) Teacher evaluation of school operations

IS 16. Group problem identification

a) Analyzing and calculating
b) Brainstroming
c) Role playing
d) Buzz session
e) Discussing

IS 18. Types of in-service training

a) Workshops
b) Credit courses
c) Seminars
d) Visitation

IS 19. Approaches to evaluation

a) Summative
b) Formative

IS 20. Evaluation of instructional outcomes

a) Observing students in classroom
b) Testing
c) Test instruments
    1) Non-referenced
    2) Criterion-referenced

Emphasis is on how and why to use each of these methods.

Curriculum Development (CD)

CD 1. Elements of curriculum development

a) Diagnosis of needs
b) Formulation of objectives
c) Selection of content
d) Organization of content
e) Selection of learning experiences
f) Organization of learning experiences
g) Program evaluation

CD 2. Functions of the schools

a) Transmit cultural heritage
b) Development of the individual
c) Role of society
    1) Impact of science and technology
    2) Role of education in society
d) Impact of culture
    1) Culture as a conceptual tool
    2) Personality
    3) Character
    4) Values

CD 3. The nature of the learner

a) Influence on curriculum
b) Intelligence and mental development
    1) Concept of intelligence
    2) Limitations of intelligence testing
c) Transfer of learning
d) The extension of learning
    1) Direct versus indirect learning
    2) Effect of social setting
    3) Group relations in the classroom

CD 4. Leadership skills for curriculum development

a) Strategies for continual curriculum development and refinement
b) Adaptability skills to recognize alternatives for program implementation

c) Coordination skills for curriculum implementation
d) Data analysis skills for curriculum decision-making

CD 5. Procedures of goal analysis

a) Function of educational goals and objectives
b) Formulation of goals and objectives
c) Classification of goals and objectives
d) Types of curricular objectives
   1) Program level
   2) Classroom level
e) Selection of goals and objectives

CD 6. Selection of curriculum activities

a) Content validity
b) Consistency
c) Breadth of experiences
d) Range of objectives
e) Adaptability to student experiences
f) Appropriateness to student needs

CD 7. Organization of curriculum content

a) Sequence
b) Cumulative learning
c) Integration
d) Unification
e) Focus
f) Variety
g) Teaching-learning unit

CD 9. Focuses of evaluation

a) Improvement of instruction
b) Course/curriculum modification
c) Student diagnosis
d) Program evaluation
e) Process evaluation
f) Product evaluation

Social Issues In School Administration (SI)

SI I. Student recognition

a) Commendation of student accomplishments
b) Student rights and responsibilities
c) Informal student-principal interaction

SI 2. Student discipline

a) Legal parameters
b) Severe adjustment problems

c) Discussing student failures with teachers
d) Counseling parents on student problems
e) Student attendance
f) Managing discipline policy
g) Preventing disruptive behavior
h) Controlling disruptive behavior

SI 3. Student organizations and activities

a) Types of organizations and activities
b) Intrascholastic athletic programs
c) Interscholastic athletic programs
d) Principal participation and attendance
e) Student council

SI 4. Student social needs

a) Social participation
b) Extracurricular activities
c) Student activism
d) Self-government
e) Honor system
f) Student monitors

SI 5. Social problems

a) Venereal disease
b) Pregnancy
c) Alcohol
d) Drugs
e) Dropouts
f) Smoking
g) Other

SI 6. Elements of public relations policy

a) Public involvement in establishing system educational philosophy
b) Public involvement in defining educational objectives
c) Providing information to public on administrative organization of school
d) Coordination of public relations within the system
e) Periodic evaluation of public relations program

SI 7. Agents of school/community relations

a) Students
b) School personnel
c) Citizens' committees
d) Parent organizations
    1) P.T.A.
    2) P.T.S.A. (Parent-Teacher-Student Association)
    3) Band booster clubs
    4) Athletic booster clubs

e) Adult education programs
f) Advisory concils

SI 10. Problem solving

a) Belligerent parents or groups
b) Policy and procedures for removal of student from school
c) Consulting central office when legal problems arise

SI 11. Community participation and support

a) Expectations from community
b) Informing community about school
c) Local community agencies
d) Community-based resources for instruction

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